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of the "Chase" for young children, involving long exciting days, resulting in excessive fatigue, is just a case of the abuse of what is very wholesome; for, up-to-date, I think no doctor or faddist has yet been found to condemn riding in moderation as healthy and splendid exercise for all alike, young and old.

How any lessons are accomplished during the hunting season is a mystery to me, for if a child is allowed to hunt till it faints on the return home—and this to my knowledge has happened to a small friend of mine more than once, from nothing but sheer fatigue—how can that child be fit to cope with lessons on the "off days."

All this applies much more to little girls than to boys, for they are usually securely at school at that age, and their hunting has to be confined to the limits of the Xmas holidays, and a very good thing too. I cannot think that all the notice and encouragement from the gentlemen of the "Hunt," which is usually showered on little girls who ride well and are familiar figures in the "field," can tend to improve either their manners or morals.

Our olive branches, of course, have their religious opinions, as they are in these days allowed "opinions" on all subjects. When I was ten years old, I was forcibly taken to church at least once on Sunday; to-day, children decide for themselves whether they care to attend public worship or not.

Among the many reasons for deploring the present unwholesome conditions of child life, not the least is the loss of all simpler pleasures. Late hours substituted for early ones, vulgar music-hall turns at Pantomimes, taking the place of our dear old friends "Punch and Judy."

I won't conclude with the well-worn exclamation! "What will there be left for children to see, hear, or know, by the time they are grown up?" but conclude with an expression of deep regret that for children, the good old times are gone! and with an expression of heartfelt thankfulness that I had the good fortune to be a child in the latter half of the 19th century, when Sparten rule for children was at an end, and yet the present abnormal, unnatural régime had not come into existence to spoil and vitiate childhood.

EARLY ARITHMETIC. II. *(continued.)*

BY L. H. ENSOR.

(*Continued from page* 460.)

THE next point is to learn the art of taking away from ten and less. To take away five or more than five, take the whole five, and what loose ones are wanted. (By loose ones in this connection I mean those less than five.) To take less than five, take from the loose ones always, and if you want more than the loose ones take what more you want out of the five, but don't touch the five till the loose ones are all gone. The following table will be useful to the teacher: 9 — 8, take five and three (use both hands at once, taking the five of course with the left and the three with right). 9 — 7, take five and two. 9 — 6, take five and one. 9 — 5, take the five. 9 — 4, take the four. 9 — 3, take three out of the four, leave five and one. 9 — 2, leave five and two. 9 — 1, leave five and three. 8 — 5, take the five. 8 — 4, take the three, and one out of the five. 8 — 3, take the three. 8 — 2, leave five and one. 7 — 4, take the two, and two out of the five. 7 — 3, take the two, and one out of the five. 6 — 2, take the one, and one out of the five. 6 — 3, take the one, and two out of the five. Note carefully that you must not attempt to suggest that five and one are two threes, or that four from five and three naturally leaves four; or that, for example, one less than five and two is naturally five and one. It is not naturally so to the beginner, it only perplexes him to draw attention to these things, besides it is absolutely essential to the success of the system that one method be followed throughout. 6 — 4, take the one, and three out of the five. 6 — 5, leave the one; always keep the five intact where possible. To take anything from five or less than five is plain sailing. 10 — 4, take the four from the right hand 5. So also in subtracting three, two, and one. 10 — 5, take the left hand five, though it does not matter. 10 — 6, take the *left* hand five always, and one from the right hand five.

So also in taking away five and two, five and three, five and four from ten. Take the loose ones from the right hand five. Practise everything with bundles as well as with units, always naming the bundle (*e.g.*, take two tens from five tens), unless you find that constantly saying the name wearies the child. You may as well practise by means of subtraction sums. Let the child have a book for his sums, then he can see the work he has done. Don't go beyond hundreds for this preliminary subtraction. The sums are done as follows :—

$$\begin{array}{r} 9\ 6\ 3 \\ \underline{7\ 2\ 3} \end{array}$$

The child arranges on his left hand side the sticks represented by the figures in the top line, beginning with the units, here 3. The five and one tens are put to the left of the units, and the five and four hundreds above these for convenience ; also for convenience you may put the five hundreds above the four, as horizontally the hundreds take up so much space. Now take away the sticks indicated by the lower line, and put them to the right of you. You must take away three units. How many have you left ? Write figure nothing under the units. (Do not give the child a sum requiring a nought at first). Now how many tens must you take ? Say while you are taking them away how many you are leaving. (If this is not done always before the child actually removes the sticks, he will not associate what he takes away with what he finds he has left. Say what is left always when just in the act of taking them away.) You have to take the loose one and one out of the five, there are left four tens. Write down figure 4 under the tens. Do the same with the hundreds. Then check the work. See that the *sticks* taken away correspond to the second line, and that the *figures* you have written correspond to the sticks you have left. This will make the work intelligible. Practise these sums until they are familiar ; don't forget to put figure 0 occasionally at the bottom and at both top and bottom. When occasion requires, remind the child that there is no use in putting figure 0 as the first figure on the right, as figure 0 is only used to fill up spaces, so that the figures shall be in the right place. Just don't put anything. Where there are neither tens nor hundreds left, he will put

figure 0 under the tens, because he must not be expected to see that there will be no hundreds left before he comes to do them. Let him leave the figure 0, it does no harm. Be very careful to introduce no sum that requires more to be taken away than is indicated by the figure at the top. Wait for that sort till the next paper shows how it is to be taken.

When he knows how to handle his sums and how to take away the sticks required (he must of course always take away the sticks according to the rule explained above ; for instance, if you want four sticks out of five and two, you must never dream of taking the four out of the five), practise him as follows :—Suppose we want five and two, and we have three. Well, we have the two, and one out of the five ; arrange it so. (The two will be on right, and the one for the five on left, with the usual little space between. For the one is to be made into five. Seeing it there alone will at once suggest to the child what must be done.) How many more do you want to make that one into five ? Take out four and put it with the one. Now arrange three for five and one (one on right, and two on left for the five, with the space between the one and the two-which-is-to-become-five). How many more do you want ? Take them out and finish the five. It is necessary to continue this exercise until the children can say how many more they want to make up any number up to ten. It will be needed in the work to be set out in the next Paper. The rule is the same throughout. When you have a whole five keep it intact. Where you are given numbers less than five, make up the loose ones first, put what is over into the five's place, and complete the five by adding the sticks required. The teacher will find the following table useful :—

To arrange five and two for five and four leave the five and two as it is, and add two to the loose ones. To arrange five for five and three, the five must of course be left intact ; you will need the three. To arrange four for five and three, you have the three, and one out of the five ; resist the temptation to suggest that you have four and four. To arrange three for five and four ; you have three out of the four ; you want five and one. To arrange one for five and three ; you have one out of the three ; you want five and two. To arrange four for five and four ; you want the five. To arrange five for five and one; you want the one. To arrange two for five and one; you have the one, and one out of the five; you want four to put with the one-which-is-to-become-five. To arrange three for five; you want two.

The children are now ready for subtraction where they require more of a particular kind of bundle than is given them. This will be the subject of the next paper and must be left for the present. If there is any time to spare, practise manipulating sticks, as in the first paper. Especially practise undoing bundles of all kinds, as to understand undoing bundles (substitution of course) is absolutely essential for subtraction. Practise doing up bundles too (substitution). If all the work so far is *perfectly grasped and fresh in the mind* and there is still time over, it may be employed in teaching the child to know without the actual sticks that when you take five and one from five and four there are three left (he must say that you take the five and one out of the four); that when you want to make four into five and one, you have the one and three out of the five, and you still want two to complete the five, and so on. In answering "How many more do you want?" see that the child first says what he has; for instance, if you want to make three into five and two, what you have is the two and one out of the five, and you want four more to finish the five. Also let the child say that when you take four, for example, from five and one, you take the one and three out of the five. In fine, ascertain that he is going through the right process to reach his result in every case. Be very careful by constant use of actual sticks that the child remembers what he sees and what he does, and is not remembering words and tables. (The tables are of course not meant for the children's use at all, and in doing the work with the child be careful not to use arithmetical order.) At the least difficulty have instant recourse to the sticks, don't reason. The concrete is all-essential now.

But I hope the next paper will be out before the child comes to practise working without sticks, as, if he does not feel his own need of the sticks, he may find it troublesome to use them, and he has still a deal to learn by their manipulation.

If there is still time when all the work indicated here has been done, it is better to drop the subject altogether than to go on practising what is perfectly known. A period of rest will deepen the impression which constant reiteration will blunt. Don't forget that arithmetic is a severe mental strain, and be very careful not to overtax the little one.

If the child has outside sources of knowledge, in the shape of school-boy brothers for example, watch carefully (and quietly or you will suggest it) against signs of counting, and especially notice whether he fixes his eyes on his fingers; if so, see that he keeps his fingers out of sight as much as possible. Be careful never to suggest that fingers are of any use in arithmetic. You will have no trouble at all unless there has been suggestion from outside. Do not on any account teach the child any tables of any kind (don't let him learn multiplication tables). I would again put in a plea for the exact following of the *method* laid down here. The order in which different points have been taken up is not essential where after careful consideration you do not see the necessity of keeping to the order, but if you do not follow the exact method, difficulties will crop up; for every step has been dictated by experience, and enough poor little mortals have been practised upon during the evolution of the system.

The preceding tables put for the teacher's reference are not arranged clearly on account of the space. Make out your own tables and check them by the paper, then all will be clear. Don't try to understand anything without actually doing it. The principle throughout is very simple. Whenever you manipulate five or more than five, keep the five intact. When required to subtract less than five take the loose ones first; when given less than five, and required to make more than five make the loose ones first.

I shall be very grateful to teachers going through this course if they will let me know if any difficulties occur in the children's apprehension of the work.

It is often necessary to keep a child occupied without giving him much attention. It is not easy to overdo practice in putting out sticks in groups (two, three, etc.), *if* you can devise means of keeping up interest in the exercise, but it is of no use to be wearisome. Practice in putting down sums is useful, the child *may* take a fancy to compile an arithmetic book by copying down sums without working them. This is a useful exercise for controlling attention and will prevent the waste of time which often accompanies "putting down sums" until the child is familiar with the process. But I doubt if he will be able to copy yet from a printed book. He must begin with the units *always*. The small books with large squares used for various kindergarten devices are the best arithmetic exercise books for beginners.

The following exercise can be done by the child as soon as he can tell how many more sticks are wanted to make ten. The notation needed for this is easily acquired. It is called "Columns" for want of a better name. You have a column of figures running down the page, thus:—

(1)	147
(2)	51
(3)	294
(4)	995
(5)	107
(6)	8

Take the first line. Put out on your right side five and two units, four tens, one hundred. How many more units do you want to make the five and two into ten? Leave a square and write figure 3 in the next square after. Then, *not before*, take out your three, put with the two, tie up. (The bundle goes with the tens, of course.) Now count five squares from the three. How many units have you? Put figure nothing (nought) in the fifth square. The units will go in that square all the way down the page, you only need to count at the top. How many tens have you? Put figure 5 in the square to the left of the units' square. How many hundreds? Put figure 1 in the hundreds' place. Be careful always to call the symbols "*figure* 1" "*figure* five-and-two, etc." In the examples I have chosen: (2) Will require a space between the five tens and the made-up ten; (3) Will require the tens to be tied up when the made-up ten is added; (4) Will require both tens and hundreds to be tied up. These are the only difficulties, and as soon as possible after you have ascertained that the child knows what to do (he will probably see himself)

go on to Columns II. If he stays too long over Columns I. he will not take easily to Columns II. The examples I have given when worked out will appear thus:—

(1)	147	3	150
(2)	51	9	60
(3)	294	6	300
(4)	995	5	1000
(5)	107	3	110
(6)	8	2	10

A page of figures like this looks to a child like "something accomplished" and the work will keep him profitably employed if you are obliged to set him something to do. He does the work with sticks of course.

Columns II. :—

(1)	8	147
(2)	9	51
(3)	7	294
(4)	5	995
(5)	6	107
(6)	3	8

This exercise cannot be done until the child knows the right way to take away the sticks he requires. Example (1). The hundred, four tens and five-and-two (sticks) are placed on the *right* hand side, and the five-and-three units (sticks) on the left hand. You want three units; write 3; *then* take three from the five and three. *In the act* (this is essential) *of taking* say what you are leaving. Now write down *all* you have. (Count the squares, as usual, at the top of the page only.) On your left side you have? (Five.) Put figure 5 in the units' place. You have five tens and one hundred. The examples I have given will appear thus:—

(1)	8	147	3	155
(2)	9	51	9	60
(3)	7	294	6	301
(4)	6	995	5	1001
(5)	5	107	3	112
(6)	3	8	2	11

In setting out Columns II. be careful always to provide as many units at least as are required; for instance in (2) nothing will do for the left hand group but 9; in (1) you must not set down for the left hand either 2 or 1. This is essential. If by inadvertence there are not enough units, say it is a mistake, and alter the figure; don't let the child do anything with it. Columns I. and II. are necessary exercises, but where you are able to give the child unlimited attention it will be well not to linger over them when once they are thoroughly grasped, but to proceed to Columns III., which will be described in the next paper, and which comes in best after subtraction. If however you are not pressed for time do not leave Columns II. until the child can work them out *unwatched* (with sticks, of course); in all unwatched work the child says all his processes aloud so that the teacher, without his noticing it, can tell that the work is going right. Besides, otherwise the work will *not* go right. Unwatched work (*not* out of school work, but work that the teacher unnoticed by the child is able to supervise) is essential in arithmetic, at the stages where it is possible. Further practice will *not* advance the child's arithmetic (this must be borne in mind); but these exercises lend themselves to the formation of habits of controlling the attention and of patient continuous work; both necessary for success in arithmetic, and in order to acquire which arithmetic is in a large measure learnt. So that "Columns" may be resorted to when the teacher is obliged to leave the child to work unaided. But from the next paper onward there will probably be plenty of work which *must* be done unwatched; it is in the first stages that the difficulty comes in of employing the child profitably without the teacher's aid.

If a quick child has to be left to work alone until he is able to perform the processes accurately without sticks, he will probably fret at using them, and will have to drop them. But I hope this will not happen, as it will be far better for him to go on to understand subtraction, which is taken fully in the next paper.

IGNORANCE OF PARENTS ON THE SUBJECT OF EDUCATION.*

By M. C. Marcel, Knt. Leg. Hon., *French Consul.*

Indispensable as is the preparatory discipline which alone can secure the success of school training, few parents are capable of conducting it; few women are aware of the duties of a mother, when they enter into the matrimonial state. Their affection cannot supply the place of consistency or judgment; nor can their maternal instinct preclude the necessity of information and method. Unconscious, as they generally are, that in childhood the principle of authority supplies the place of reason, and that in their incessant intercourse with their infants they are educating them, they do not always make the necessary efforts to present but good examples to them, to direct their rising faculties properly, and to give them right notions of things or of language. They are most shamefully ignorant even as regards the first physical wants of children.

One of the greatest anomalies in this enlightened age is the marked deficiency among young females, in the knowledge of the human constitution. Nature declares, in language not to be misunderstood, that the great majority of women calculate upon finding their chief happiness in matrimonial life, and that they look upon the domestic circle as their peculiar sphere of usefulness and enjoyment; but every day's experience too plainly shows how little prepared they are to enter on these primary and interesting duties, which God has assigned to them. Neither at home nor at school is a single fact or principle taught, which has direct reference to the judicious fulfilment of offices which are to become the subject of their anxious thoughts and feelings. In elegant accomplishments and the elements of science, a female receives more or less instruction; but where is the knowledge which, when she becomes a mother, when her heart overflowing with tenderness towards her offspring, will direct her to the treatment which its delicate frame requires; and so to make herself worthy of the education of her child, she is obliged to recommence her own.*

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* Aimé Martin, *De l'Education des mères de Famille.*